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ABSTRACT

A study investigated attitudes of college students of English-as-a-Second-Language to computer-assisted instruction (CAI). Students in a CAI English writing class (n=25) and two CAI English reading classes (n=29) were surveyed at the end of the first and second semesters of instruction. The first questionnaire used had 40 questions, and the second had the same 40 questions and another 20. All were answered on a scale of 1 to 6 indicating strength of agreement or disagreement. An additional paper-and-pencil survey required written answers to questions about strengths and weaknesses of the class, time spent on homework, difficulty level, instructional materials, and class administration and teaching. Students also wrote more detailed reports on this CAI experience. In this report, questionnaire results are analyzed question by question, open-ended survey responses are summarized, and the reports are discussed briefly. It is concluded that students found the instructional materials adequate, did not like passive instruction or long reading passages, wanted paper copies of computer materials, desired personal contact with the teacher, preferred materials they felt were relevant to their future, liked to be able to see their own progress, appreciated feedback, wanted interaction with classmates, and liked individualized instruction. Course descriptions and questionnaire responses are appended. (MSE)

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Students' Evaluation of CAI English Classes[1]

Kenji Kitao

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Kenji Kitao

Abstract

Most studies of CAI have been from the point of view of the teacher rather than from the point of view of the student. In order to try to understand CAI from the students' points of view I surveyed the students in two reading classes and a writing class which used computers. I surveyed the students at the end of the first semester and at the end of the second semester. The questionnaires given at the end of the first and second semester included statements which students could agree or disagree with on a range from 1 (most strongly "no") to 6 (most strongly "yes"). Questions included those about how difficult students found the class, whether they found it useful, how it compared to other English classes, in what ways they felt their English had improved, how they felt about the difficulty of the English used in the class, and so on. I also asked the students to answer ten open-ended questions and to write a report about their reactions to the CAI class.

In this paper, I have reported on the students' responses to these questionnaires, the content of their reports, and what I learned about students' feelings based on my conversations with them.

Introduction

Many diligent language teachers have been seeking more effective methods of teaching, and many of them have published theoretical and practical studies. At professional conferences, they have also discussed the effects of teaching methods, the use of audio-visual aids, and the various influences on students' learning.

Recently studies and reports on computer assisted instruction (CAI) of foreign language teaching and discussions of its effectiveness have been published. However, these tend to be from teachers' viewpoints rather than from the viewpoints of students. I have not been able to find any papers which discussed English language CAI from the student's viewpoint[1].

In the field of TESOL in general, there has been a greater emphasis on learner-centered education since the end of the 1970's. From this viewpoint, it is useful to understand how students learn and study. Learning the answers to such questions as "What materials do students find interesting?" "What formats of exercises do they find easy or difficult?" "What problems do they have with the way the class is administered?" will help us understand better the needs and opinions of our students and help us as teachers to teach more effectively. Teachers need to listen to their students and find out how they feel about learning, what their problems are, what their goals are in learning English, and so on.

In this paper, I will discuss the results of questionnaires given to a CAI English writing class (25 students) and two CAI English reading classes (49 students) in 1992. The questionnaires were administered in the final class of the first and second semesters, July 1992 and January 1993, using a computer. A paper-and-pencil essay questionnaire with ten questions was given when the July questionnaire was given and was collected the following week. Students wrote a report on their CAI classes during the winter vacation (December-January, 1992-1993).

Methods

Participants

In the writing class, 25 students enrolled and three of them quit coming to the class in the middle of May, and 22 students finished the class. There were four students of theology, 3 of letters, 9 of law, 5 of commerce, 1 of engineering'. There were 8 male and 14 female students. Twenty-two answered the questionnaire in July (W7) and twenty-one (one female student was absent) answered in January (W1).

In the reading classes, 49 students enrolled, and one student had stopped coming to the class by the end of the first semester and another four, by the end of the second semester. There were 25 students of letters, 12 of law, 5 of economics, 3 of commerce, and 3 of engineering. Twenty-four of the students were male and 24 were female. The students who dropped out were all male students, two of letters, one of economics, and one of engineering. Thus, 48 students answered the questionnaire in July (R7) and 44 in January (R1).

The third questionnaire was given to the 44 students in the reading class, and 30 of them were collected one week later. An assignment to write a report on the CAI classes was given to all of the students before the winter vacation, and all reports were collected.

Class Format and Content

From 1988 to 1992, all English CAI classes were special elective courses for sophomores. Students could choose among oral English, language laboratories, reading, writing and grammar. CAI courses were special reading, writing and grammar courses.

I taught two reading courses and one writing course. (See the syllabuses of those

classes in Appendix A and B). In those three courses, I used the first two classes, 90 minutes each, for orientation. (See Appendix A, "CAI English Reading Class," and Appendix B, "CAI English Writing Class.") I used the next two classes to teach typing and to allow students to practice[1].

Since the students were not skilled at typing in the first semester, the materials they used in the writing course involved reviewing grammar with multiple-choice, fill-in-the-blank, and short answer questions. Reading passages with multiple-choice and short reading passages with fill-in-the-blanks were used in the reading classes.

In the second semester, all three classes studied the structure of paragraphs, and the writing students were assigned to write paragraphs using a word processor. Their assignments were corrected by me and given back to them with comments. General comments were given to the class every week, too. Reading students read many English passages in the second semester.

I gave directions on how to study each type of material, explained the content of the materials, gave comments on the results, and so on. Students worked in pairs for some materials, but they did more than 80% of the work by themselves. In the second semester, they did not do pair work, so they were able to cover more material. Most of the work they did involved using a computer, but the drawback of that was that they could use the computers only in classrooms and only when those classrooms were not being used for classes. I gave some assignments from a textbook and printed materials so that they could do some work at home.

I made all the CAI materials used in the courses. They made use of letters only without pictures or sounds. The programs showed a hint after the first incorrect answer and gave the correct answer after the second incorrect answer. The program kept track of the time students took to finish and the number and percentage of correct answers. The programs could be set to require students to go through the

same material again if they did not obtain a minimum score or spent more than the maximum time.

Since a certain amount of work was assigned in each class, the less students finished in class, the more homework they had to do. This motivated students to work steadily in class in order to finish as much work as possible. The students who worked fastest did more than twice as much work as the ones who finished the least. I assigned more work than the fastest students could finish in 90 minutes. The slowest students had to work more than four hours to finish the assignments for one class.

Contents and Administration of Questionnaires

The questionnaire given at the end of the first semester had 40 yes/no questions. The questionnaire given at the end of the second semester had the same 40 questions (Nos. 1-40), plus an additional twenty questions. The students could indicate the strength of their yes/no answers with the numbers 1 (most strongly "no") through 6 (most strongly "yes"). Using 1 through 6 eliminated a mid-point. (See Appendix C.)

When I administered these questionnaires, I made it clear that these questionnaires were part of an investigation to improve the CAI classes and promised that students' responses to them would not influence their final grades in class. I strongly requested that students respond honestly.

Since the number of responses varied, I calculated the results according to the percentage of students giving each response and reported the results this way in Appendix C. The responses to the first (July) questionnaire by the reading students is labeled R7 and the second (January) questionnaire R1. The responses to the first questionnaire by the writing students is labeled W7 and the second questionnaire W1.

Another questionnaire was a paper and pencil measure with 10 questions which asked students to express their opinions. The questions were about 1) the strong and weak points of the class, 2) hours spent on homework for this class, 3) how this class compares to other English classes, 4) the difficulty level of the class, 5) difficulty level of the English used in the materials, 6) the materials used in the class, 7) the administration of the class, 8) the students' evaluation of the class, 9) the students' evaluation of the teacher, and 10) suggestions for ways to improve the class. This questionnaire was given along with the first one in the reading class and was collected a week later.

During the winter vacation, I assigned the students in all three classes to write a report on what they thought of their CAI classes. This gave all the students a chance to write in detail about their reactions to the class.[5]

Results and Discussion

Results of the Multiple Choice Questionnaires

The percentage of students who gave each response to the questions in the questionnaires is reported in Appendix C. In this section, I will discuss the responses to the questionnaire, along with some information that comes from personal discussions with students.

Question 1. Almost all the students in the writing class responded in both questionnaires that they were glad they had enrolled in this class. This response was stronger in the second semester, when there were no negative responses. In the second semester, the students spent a lot of time and effort writing paragraphs, and this may have increased their satisfaction a little. The results for the reading class were similar, with more than 84% of the students satisfied with the class. In the second questionnaire, all the students except one were satisfied. In the second semester, students had few typing and grammar exercises, and they spent most of

their time and effort for reading itself. This seems to have increased their satisfaction a great deal.

Question 2. As expected, both classes responded that they had many materials in both semesters. At the end of the second semester, all students in both classes agreed. However, in the results of similar questionnaires given previous years, no classes responded that they had few materials, so the responses are not surprising.

Question 3. Students liked CAI classes because they did not need to do much work at home since they had to use a computer at school. However, as students in the writing class had to study paragraphs and write one paragraph each week at home, this merit decreased. As for reading classes, they had some printed materials to study and read graded readers which they checked out from the library in the first semester, but they felt this merit more in the second semester since they did most work using a computer at school, though they had much homework during the summer vacation.

Question 4. Students in the writing class thought the materials used in the first semester were difficult, but that the ones used in the second semester were somewhat easier. As a whole, the difficulty levels were adequate. In the reading classes, more students thought that the materials were difficult, and the number of students who thought that they were very difficult increased in the second semester. However, I think that the difficulty of the materials may have come from the fact that the reading passages were relatively long and that they had to type long sentences in order to answer the questions.

Question 5. Students thought that what they learned in the writing class would be useful to them in the future, and this opinion became stronger in the second semester. I was surprised that students thought it was important to be able to write a passage. Students in the reading classes also thought that what they learned would be useful, though this opinion was not quite as strongly positive in the second

semester. This may have been due to the fact that they studied grammar, typing and English for qualification exams such as TOEIC and TOEFL in the first semester.

Question 6. All but three students in the first semester and one student in the second semester thought that the CAI writing classes were better than other English classes. In the reading classes, 79% of the students in the first semester and 94% of the students in the second semester thought that the CAI classes were better than other English classes. I believe that the reason more students answered positively in the second semester was that they did more actual reading in the second semester.

Question 7. In the reading classes, 35-50% of the students did not think that they remembered well what they had learned. In my experience, this figure would be even higher in other types of English classes. In the writing class, the responses were relatively positive in the second semester. This may have been because the materials they studied were more abstract and broader in the second semester.

Question 8. The students thought that their typing skills had improved. In the writing class, all but 3 students thought that they typed well after the first semester, and by the end of the second semester, all of the students thought they typed well. In the reading classes, 20% of the students did not think they could type well after the first semester, but all except 3 thought they could type well by the end of the second semester. Since students tend to evaluate themselves negatively, this indicates that many students thought they could type well. It is surprising that they were able to improve their typing skills so much in just a year, even though I did not emphasize typing practice much in the course.

Question 9. In the writing class, students mainly did typing and grammar exercises rather than writing in the first semester. They practiced writing only at the sentence level in the first semester and so they did not think that they had improved their writing proficiency much. In the second semester, they wrote a paragraph every week, and I corrected their writing and returned it to them, as well as giving

the class comments on common problems. Therefore, two thirds of the students thought that their writing had improved by the end of second semester. I believe that it is important for students to write passages rather than sentences. In the reading classes, students wrote sentences, phrases, or words in response to questions about the content of the readings. Interestingly, one third of the students still thought that their writing had improved by the end of the second semester.

Question 10. In the writing class, no emphasis was placed on developing reading skills, but one third of the students thought that their reading ability had improved by the end of the first semester due to the practice in reading that they had as part of their writing instruction, and half of the students felt that their reading ability had improved by the end of the second semester. In the reading classes, students did not do many reading exercises in the first semester, but by the end of the first semester about 60% thought they improved their reading ability and about 70% thought so by the end of the second semester. This figure seems low, since students read a great deal in the second semester. One problem, however, was that reading long passages on the computer monitor was difficult for students, so they had difficulty recalling what they had read previously, and they could not go back and see it easily.

Question 11. In the writing class, one third of the students at the end of the first semester and half of the students at the end of the second semester thought that their reading speed had improved. In the reading classes, 59% of the students thought that their reading speed had improved at the end of the first semester and 71% thought so at the end of the second semester. In both cases, this was probably the result of having to read a great many passages and having to finish assignments within a given time limit.

Question 12. In the second semester, students studied the structure of paragraphs, and 81% of the reading students thought that they understood this by the end of the second semester. In the reading classes, students had only a small amount of

instruction on the structure of paragraphs, though they were exposed to many examples of paragraphs. Surprisingly 88% of the students thought that they understood the structure of paragraphs. This is a higher percentage than for the writing class, which did emphasize the structure of paragraphs. This indicates that teaching about the structure of paragraphs inductively may be effective.

Question 13. In the first semester, students did a lot of grammar practice. The writing students' responses to the question of whether the students reviewed grammar were all positive. The responses from the reading students were also fairly positive even at the end of the second semester, when they did less grammar review than in the first semester.

Question 14. During the second semester, I gave students in the writing class more comments on their work, but the students thought that I taught them more the first semester. This may have been because in the first semester they had much more orientation on how to use computers, etc., as well as typing instruction, and I had to help individual students more because of the difficulties they had. Thus students thought that they learned from the teacher more in the first semester. Also, in the second semester, I gave instructions and comments at the beginning of the class, and students who were late for class missed them. In the reading classes, students did most of the work by themselves in the second semester, and I gave them instructions about what to study and commented on the results of their previous assignments. It is natural that students would want to learn more from the teacher, though 25% of the students did not think that they had.

Question 15. The students' work was the center of the class, and most of them felt that the course was more interesting than other English classes. The responses of the students in the reading class were slightly more positive than the responses of the writing students.

Question 16. The students, for the most part, thought that they studied seriously

for the CAI classes. Responses from the students in the writing class were more positive than those of the students in the reading classes. In the reading classes, the number of students who thought they studied seriously was higher than 80% in the first semester and higher than 90% in the second semester, which was very satisfactory. However, it would be useful to find out why some students did not study seriously.

Question 17. In the writing class, students preferred to answer questions that involved a lot of typing. This answer was even more strongly positive after the second semester, when the students were more accustomed to typing. In the reading classes, a little over half of the students thought it was better to answer questions with a lot of typing, but the answers were more evenly distributed than in the writing classes. Apparently students who had learned to type well got satisfaction from typing in answers to questions, but those who did not learn to type well had trouble typing the answers to questions. It is important for students to learn to type well at the beginning of the class.

Question 18. In the first semester, writing students liked the multiple choice questions, but their responses were less positive after the second semester. In the reading classes, multiple choice questions were popular but fewer students responded strongly in the second semester.

Question 19. Students thought that it was more difficult to read passages on the screen than to read printed materials, but they became more accustomed to reading materials on screen in the second semester and responses became more positive. The results were similar for the reading classes, though not quite as strong. This may have been because students had to read much more on screen in the reading classes, and they continued to have the same problem. It might be advisable to provide paper copies of very long passages.

Question 20. I made a file which served as a bulletin board for the class so that

the students could see any directions, assignments, and the average results (scores achieved and time spent) of exercises. They could compare their own results with the class average. They indicated that they did not pay much attention to their classmates' results.

Question 21. In the first semester, 59% of the writing students answered positively to the question of whether the English used in the class was difficult, and 48% after the second semester. The materials may have seemed easier, in part, because students' reading ability may have improved and/or because they were more accustomed to doing the exercises. In the reading classes, 54% of the students answered positively to the question, and that percentage increased to 65% at the end of the second semester. Since students read very long passages in the second semester, this may have made the English seem more difficult.

Question 22. In the first semester, half of the writing students found the work boring because of the lack of variety, but in the second semester, they had a greater variety of work to do, and the percentage of students who responded positively was reduced to 38%. Students seemed to find doing composition assignments more interesting than just reading and doing exercises. In the reading classes, 28% of the students answered positively after the first semester, and 41% after the second semester, possibly because they became more and more familiar with the types of exercises.

Question 23. Only 9% of the writing students thought that there should be more assignments for the class by the end of the first semester, and their response was the weakest possible positive. None of the writing students responded positively by the end of the second semester. For the reading students, 2% responded positively at the end of the first semester and 9% at the end of the second semester. One of the goals of the CAI classes was to have students study English using many materials, and students felt that they had enough materials.

Question 24. In the writing class, the number of students who thought it was better to decide how much material they study increased from 50% in the first semester to 72% in the second semester. I imagine that the students who could do much more work than assigned and those who could just follow the class were clearly separated. The results for the reading classes were the opposite, with the number of positive answers decreasing from 75% to 59%. I gave students some optional work in the second semester. It seems that if there is optional work, students do not think it is necessary, but if there is none, they think it is necessary.

Question 25. Most of the writing students (64% in the first semester and 76% in the second semester) did not think the English should be easier. The results for the reading class were different, with 58% after the first semester and 48% in the second semester responding that the material should be easier. The responses were widely spread across the possible answers, indicating that it may be necessary to consider providing materials with different levels of English for different students.

Question 26. Not many writing students used a wide variety of materials in the second semester. This is probably because they were writing compositions, studying the responses to their previous compositions, and doing regular assignments, so they did not have much time for extra work which would have provided more variety. In the reading classes, students felt that it was good to have variety (87% after the second semester versus 56% after the first semester). Because of their assignments--reading different passages and doing comprehension questions related to them--their work might have been monotonous in the second semester.

Question 27. Many students wanted to have pictures or sounds in the materials in the writing class. However, one third of the students felt that using letters was enough. The rate of positive responses was higher than the reading classes (91% after the second semester). This may be because studying grammar and the structure

of paragraphs requires fewer pictures and sounds. In the reading classes, students thought that it would be better if they had pictures and sounds, particularly for "Visiting Western Europe," which they thought would have been much better if it had had pictures.

Question 28. More than two-thirds of the students in the writing class responded that they would recommend that their friends take this class. About 80% of the students in the reading classes responded at the end of the second semester that they would do so. Students in both courses evaluated these classes highly. I believe that the reason the reading classes evaluated the course more highly was that they had materials that were more sophisticated and better organized materials.

Question 29. In the writing class, I gave the students some exercises to help them with English qualification exams, and students were interested in those and wanted to study them. In the reading classes, I gave students some of these exercises in the first semester, and the reading students were also interested in them. They expressed more interest in them when they did not study them.

Question 30. For most of the students who were enrolled in the CAI classes, it was their first or second choice. Therefore they were highly motivated.

Question 31. The most common motivation for taking CAI classes was unfortunately not that students wanted to improve their English but that they wanted to use computers. Word-of-mouth was apparently good, with up to 29% of the students responding that they had heard the class was good.

Question 32. Since more than 90% of the students were satisfied with the CAI classes, those classes were successful. In the writing class, students were more satisfied the second semester, perhaps because I corrected their compositions every week and returned to them. In the reading classes, students were slightly less satisfied in the second semester. This may have been because they had less variety of work.

Question 33. My talking to the students while they were working did not disturb their study. It was a greater problem in the reading classes (29% both semesters), where it may have made it difficult for students to remember what they had read.

Question 34. Students do not often feel much connection with their teacher. However, it is important to build personal relationships with students. Some students were very happy only because I recalled their names, because many other teachers did not even know their names. I thought that this gave me an important advantage that most college teachers do not have. In the writing class, it is important to be aware of individual problems and teach them how to deal with those. More than three quarters of students in both classes thought that it was good to have opportunities to talk to the teacher individually in the second semester.

Question 35. Students liked the pair work, but I gave such tasks only in the first semester, so the responses were a little more strongly positive after the first semester, since the experiences were fresher in their minds. I tried to form opposite sex pairs, and students accepted this. However, some students who worked slowly did not like to work with a partner, because they felt that they were a burden to the other student.

Question 36. In the writing class, I did not give many optional assignments and none in the second semester. The students would have liked to have optional work, particularly when they finished assignments quickly or when their grades were low. I gave a lot of optional work in the second semester in the reading classes, and their answers were more negative at the end of the second semester. However, 39% of the students wanted optional work, and so I think it is good to give a variety of work as optional assignments so that students can work on whatever they like.

Question 37. Both classes responded positively to the question of whether they had made friends. Their responses were more positive in the first semester because they had pair work assignments frequently.

Question 38. Students felt that they were isolated and wanted badly to get to know other students better. It is therefore important to do pair work, group work and some class activities with a whole class.

Question 39. Students were interested in me and my experiences. It is a good idea to share some personal information or experiences occasionally in class.

Question 40. Majorities in both reading and writing classes responded that they wanted to have listening practice, but they were not large majorities, except in the second semester of the reading classes, when 88% of the students wanted listening practice. This may have been because the work was more monotonous in the reading classes in the second semester. When I have given listening practice in previous years, students responded less positively. They wanted to have a variety of work.

Question 41. Large majorities in both classes responded that they had learned more in the second semester. This was probably because in the first semester they had orientations and typing exercises to prepare them for the real content of the class. Many of the students who thought they had learned less in the second semester in the writing class were those who did not feel that the corrections and comments I made on their compositions were useful.

Question 42. Students were given materials on the computer screens in these classes, and the majority were not happy about not having printed materials with them after they were finished with their computer assignments. The majority thought that they could understand better if they read printed materials rather than reading materials on the screen. Hard-working students thought that they would like to be able to review the materials, read the passages they liked again, and study for tests at home.

Question 43. In the reading classes, students read many passages including long ones in the second semester. They wanted to read easy, comprehensible materials.

In the writing class, they read fewer passages, and that is why they were not as concerned about reading easy passages as the reading classes were.

Question 44. Some students in both classes (44% in the writing class and 25% in the reading class) wanted to read more difficult materials. The answers were more negative in the reading classes, since the reading students already read more difficult materials. It is good to have different levels of materials, so students use them and find out what level suits their abilities. In principle, a good length for reading materials is about 200 words, which students can finish within 15 or 20 minutes. If the passage is more than 500 words, and if it takes a student more than 30 minutes to finish the exercises, then the passage is too difficult.

Question 45. Students are not good at recalling what they have read. Therefore, they find long reading passages particularly difficult. After they read a long passage, they have difficulty remembering the content of the passage to do the exercises, so they do not like long passages. It is necessary for students to work up from reading shorter passages to reading longer passages. This seemed to be a particular problem for the reading students.

Question 46. The students thought that it was good to read many short passages. As mentioned above, gradually increasing the length of passages that students read is ideal.

Question 47. In the writing class, students wrote a paragraph every week during the second semester. They had to spend a lot of time and effort writing compositions. However, a large majority of students (86%) wanted to write more. They wanted to write longer passages, even though that was difficult. In addition, almost half of the students in the reading class (48%) wanted to write more.

Question 48. I made only minimal corrections on students' compositions. A majority (62%) were not satisfied with the amount of correcting I did and wanted corrections in more detail.

Question 49. I had the writing students rewrite the compositions I had corrected and returned. Most of the students (81%) felt that this was useful. They believed that rewriting helped them improve their composition skills.

Question 50. Surprisingly, students did not like the system of critiquing each others' compositions. They did not feel that they themselves did a good job of correcting, and they did not find their classmates' corrections very useful. Some of them did not make many corrections, and there were sometimes problems when students were absent and did not bring the classmates' composition that they had corrected. In general, they felt that it is the teacher who should do the corrections.

Questions 51-52. These questions were about materials used in the reading classes. The most popular type of material (27% of the students indicated that they liked it best) was a collection of easy Bible stories for children. This had true/false comprehension questions and looked very easy. Since the students studied about the Bible in their religion classes, they were already somewhat familiar with some of the stories. "Visiting Western Europe" (23%) was the second most popular. It is a collection of diary passages describing a trip to Western Europe which had passages of 150-300 words and which was written in easy English. The exercises were fill-in-the-blank. Some students told me that they felt like they were traveling in Western Europe as they read this series. "Travel Expressions" (23%) were originally developed for conversation materials. This is a part of a phrase book of frequently used expressions for certain situations that overseas travelers might encounter. Since this did not have sound, students read the Japanese translation and said the equivalent English phrase aloud and then typed it in as the answer. I was surprised that this type of simple material without sound was so popular among the students. This is because they badly want to speak English. Holidays in the United States (30% of the students indicated that it was the second best) is a series of easy readings with the true/false questions. They explain the backgrounds of holidays

and annual events that Americans celebrate.

Questions 53-54. The material that students disliked most was *An American Sampler (Book 4)* (25% of the students thought it was the worst material), which I assigned them to read over the summer vacation. This was an experimental textbook, which was an early version of *An American Sampler*, published by Addison-Wesley, and it was very difficult for them. The readings on English newspapers were from chapters 1-8 of *Understanding English Newspapers* (23% thought it was worst) published by Kirihara Shoten. They are long and difficult to read on the screen. *Colonial Days* (14% thought it was worst and 25% second worst) is about colonial life in the United States, and students are not at all familiar with the content.

Questions 55-56. There is an obvious relationship between difficulty levels of materials and their popularity with the students. They liked easy materials and disliked difficult materials. It is not indicated by the results of this questionnaire, but the students also liked materials that they thought would be useful to them in the future, practical materials, concrete information, and easy exercises.

Question 57. The rates of satisfaction were high. The rates were slightly higher for the writing class, because I made corrections of their compositions and gave critiques of them in class, and they found such direct instruction useful.

Question 58. The students seemed to be satisfied with materials they studied. After they finished, they felt they had developed skills or learned new information.

Questions 59. Most of the students seemed to be satisfied with class administration, though some were not. The greatest dissatisfaction seemed to be related to the problems concerning the lack of availability of the computer rooms when students had spare time. The computer rooms were frequently used for classes, and there was very little time when students could use the computers, even though we made arrangements for students to use them for an extra period after

fourth period. The computer rooms were very crowded at lunch time, and it was not easy to get a computer then.

Questions 60. Most of the students were satisfied with the teacher, but a few were not, due to problems with class administration, materials, or interactions they had with me.

Results of the Open-Ended Questionnaire

The third questionnaire, an open-ended pencil-and-paper measure, was given in the reading class when students responded to the first questionnaire. Thirty responses were collected one week later. I will present the summary of the answers to the ten questions.

The strong points of this class were that students learned to type English, they could study at their own pace, they could devote themselves to their work, they could read a lot of material, they could enjoy reading, they could read faster, they learned a lot, they could study seriously, they could read a variety of materials, they could study constantly, they could review grammar, and they enjoyed the class. The weak points of this class were that students had a hard time finding time to use computers outside of class time, they had few opportunities to talk to other people in the class, they had a lot of homework, and their eyes got tired from looking at the computer screen.

The students thought that they had a great deal of homework, and it was hard to find enough hours to use a computer. However, they did not have much to do at home, and most of the students were satisfied with this.

Compared with other English classes, they thought that this class was more practical, it was interesting, it was more satisfying, it was not boring, it was more enjoyable, they learned more, they had much more homework, they had to study hard, they were content with the class, they were more active in class, and they

learned English more efficiently using a computer.

The students thought that their English proficiency decreased, they had too much to do, the grammar was difficult, long passages were difficult to read, and it was difficult to type enough to answer questions. Most students thought that this class was challenging but not too difficult.

As for difficulty levels of English, students thought that they could understand, vocabulary was difficult, and long passages such as those in "American History" were difficult, but 13 students thought that they were adequate or easy. No students answered they were too difficult. As for materials for study, 12 students thought they were good. They were interested in them, and they thought they were useful or practical. Some students complained that they could not recall the content of the reading passage when they were working on the exercises. Remembering the spellings of difficult words was particularly difficult. If they mistyped even one letter, the answer was wrong. They thought that some exercises required too much typing. No students complained about the contents or the topics of materials, except that many students thought that the summer homework was very difficult. They liked easy materials with concrete content.

As for administration of the class, 11 students responded that it was good. Some students thought that pair work was good for getting to know their classmates. They wanted to have more activities for getting acquainted with their classmates.

Nine students thought that the evaluation was good. One student wanted me to take attendance into consideration for grades. They liked the system of knowing how well they were doing, because this gave them an idea of how much more effort they had to make. As for their opinions of the teacher, 11 students responded positively. They thought that I was very hard-working, I was kind, and I had personal contact with them. A few students mentioned that I knew a lot about the topics they studied, and they learned a lot from me personally. One student

mentioned that I was very hard and gave too many assignments.

As for how to improve this class, several students thought that they should have less homework. A few students wanted to change seats so that they could get acquainted with other classmates. Several students complained that they had a hard time finding time to work on computers because of the schedules of other classes. Most students seemed satisfied with this class.

Results of Reports

The results of the reports were similar to those of the above open-ended questionnaire. Some students thought that they had too much to do at school but not much to do at home, and they wanted to have printed materials to study at home. They liked to have a wide variety of materials and activities in the class. They also liked to study from the basics, going from easy materials to difficult materials, and they felt that they could really master those. They really liked using a word processor to write paragraphs. They thought that the evaluations in the CAI classes were much better than in the other English classes, which had only one or two examinations. They thought that it was good to have opportunities to talk with the teacher in every CAI class, and they felt free to ask questions. They had a lot of satisfaction with their active learning in CAI classes, and they disliked a great deal about just translating English passages into Japanese, which is what they do in many English classes. They find this activity very boring, and so they liked the CAI classes because these classes were very different.

Conclusions

In order to convey the CAI students' feedback to CAI instructors and others who are interested in CAI, I wrote up the results of the questionnaires given in my CAI classes.

In summary, almost all of the students were satisfied with their CAI classes, though their original motivation for enrolling in the class was, in many cases, not learning English but using computers. Many of the students took the class due to recommendations from their friends. They thought they would not do much work at home, though they wanted to have a more flexible schedule to practice at school.

Materials

The difficulty levels of materials were adequate. Reading passages of 150 to 300 words are a good length, and anything longer than 500 words is difficult. Any materials which require more than 20 minutes are difficult. The students thought that materials with sounds and pictures would be better, but quite a few of them thought materials that used only letters were enough for practice. Multiple-choice questions are easy, and questions which require too much typing are difficult. However, the students learned to like the latter better after their typing skills improved. They thought that the materials were concrete and practical, and they learned something useful from them. They liked the materials that helped them prepare for qualification examinations. In general, it is a good idea to use many easy materials with a variety of topics and activities. If students are assigned very long or difficult materials, they need printed materials, since they have difficulty recalling what they have read on the computer screen. Even simple practice such as typing was not boring for them, and they were satisfied with their achievements.

What Students Disliked

Students indicated that they were tired of ordinary English reading/translation classes, which they thought were boring and difficult. They felt that they were passive in class, and they did not learn much. They want to be active and to have a chance to be creative.

Students found reading passages difficult if they were more than 300 words, and especially if they were more than 500 words. They did not like to work with long reading passages or reading passages they found difficult.

Students felt uneasy because they often did not remember what they had learned. They found it difficult to remember what they had seen on the screen, so they would have liked to have paper copies of the materials so they could review them at home.

What Students Liked

Students liked to have personal contact with the teacher. In my CAI classes, I had more contact with students than in other classes, and they talked with me more openly about their feelings and responded more openly to questionnaires, so I was able to learn about their problems, their likes and dislikes, etc. They seemed more satisfied if I corrected their papers and returned them frequently, had more conversations with them in and out of class, and gave them more feedback individually. The students I talked with more had more satisfaction in my class. They did not necessarily approach me, but they were pleased if I approached them. They were interested in me and my experiences, particularly my experiences in foreign countries. Therefore, I think it is important for the teacher to interact with and pay attention to the students. If a teacher approaches them, they are willing to open up to him/her. This relationship is very important to a successful class.

Students liked materials which they thought would be useful in their future. For this reason, they liked materials related to learning typing, writing, English for qualification exams, grammar, useful expressions for conversations, and information about going abroad. They also liked material which had concrete content, such as traveling in Europe and the Bible Story. Students liked variety. They liked to have a variety of materials and activities to do in order to stay interested in the materials.

Students got a lot of satisfaction out of studying material if they could understand

it and if they could see their progress. Being able to understand what they were reading in English gave them a great sense of accomplishment. If they could get a certain percentage of correct answers, they were happy. They were most satisfied with activities such as typing in which they could clearly see the progress they had made. They also believed that they had learned to read faster, understand better, write better, know grammar well, and understand the structure of English paragraphs well, all of which they found satisfying.

Students liked to have feedback for how they had done on each individual question or an entire file, comparisons with their classmates, feedback from the teacher, etc. CAI materials are particularly useful in this respect, because they provide immediate feedback, statistics for the class as a whole and individual students, etc.

Students wanted to have more interaction with their classmates, too. They liked pair work a great deal. Though they wanted to work with others, they did not like to be evaluated by others.

Students liked the individualized style of studying used in the CAI classes. They could study at their own pace. However, they knew that they had more responsibility for their learning.

As a teacher, I felt that it was important to get feedback from students and to adjust my teaching and administering of the class accordingly. In CAI classes, this is particularly easy, because the computer can perform statistical analyses, and students can use the word processing program to write more extensively about their responses.

I believe that through these measures and discussion with my students, I came to understand what they thought, what they expected, and what problems they encountered. I hope this feedback will contribute to better CAI classes. However, the feedback here is from my CAI classes at Doshisha University, where, within a

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very limited schedule, they had to study how to use computers, and these computers had limited capabilities; where all materials were made by me for the class. In addition, these classes were drill or tutorial-oriented classes. There are therefore limitations as to how well the results will generalize to other situations, but I do believe that other teachers can gain information from the experiences of my students.

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Appendix A
CAI ENGLISH READING CLASS

by Kenji Kitao

PURPOSE

This course is designed to improve your ability to read English without translation, using a computer. You will start by reading individual sentences, reading connected sentences, reading individual paragraphs, and then reading essays. Since understanding paragraphs is very important in reading English, we will spend a lot of time learning how paragraphs are organized and studying various types of paragraphs.

CONTENT

For the purpose of this course, reading English involves understanding the main ideas and important information in reading passages. We will practice this using various types of exercises. Types of exercises include multiple choice, fill-in-the-blank and short answer (phrases or sentences). You will learn to type during the first half of the first semester and will work on writing words, phrases and sentences later in order to show your comprehension, using the typing skills you will learn. We will review the basic English grammar you need in reading English, also using a computer. In this course, we will cover the background of English, particularly American daily life and culture.

TEXT AND MATERIALS

We will use materials that you receive through the computer, printed materials, tapes, and some books from the library.

EXPECTED RESULTS

If you work hard in this class, you will brush up on your knowledge of English grammar and learn how English passages are organized. This will help you read English passages better and faster and write English sentences better. You will also develop typing skills and become familiar with computer terminals. What you study and practice in this course will not only improve your English proficiency but also your ability to use a computer and word processor, and, as an added benefit, you will learn something about American culture.

ATTENDANCE

Since all instruction and counseling is given during the class, your attendance is very important. If you miss a class and do not make it up, 5 points will be subtracted from your final grade. If you miss 3 or more classes a semester, you will not pass this course, even if you make them up.

If you miss a class, get a make-up task for it within a week and finish it within two weeks after your absence.

EVALUATIONS

The final grade will be given based on the results of exercises both in and out of the class, class participation, attendance, exams, and projects.

You are expected to finish ALL assignments ON TIME. If you do, you will receive at least an 80 for your final grade. If you finish 90% of the assignments on time, you will receive at least a 70, and 80%, at least a 60, IF you have made up any absences that you might have. If you turn in extra credit projects, whatever scores for those will be added on your final grade. If you want to get a good grade in this class, a good strategy is to attend all classes and finish all your assignments on time.

Appendix B
CAI ENGLISH WRITING CLASS

by Kenji Kitao

PURPOSE

This course is designed to improve your ability to write English without translation, using a computer. You will start by studying individual sentences, connected sentences, individual paragraphs, and then essays. Since understanding paragraphs is very important in writing English, we will spend a lot of time learning how paragraphs are organized and studying various types of paragraphs.

CONTENT

For the purpose of this course, writing English involves expressing the main ideas and important information in reading passages and organizing them in ways that are conventional in English. We will practice this using various types of exercises. Types of exercises include multiple choice, fill-in-the-blank and short answer (phrases or sentences). You will learn to type during the first half of the first semester and will work on writing words, phrases and sentences later in order to show your understanding of the concepts we are studying, using the typing skills you will learn. We will review the basic English grammar you need in writing English, also using a computer. In this course, we will cover the background of English and American culture as well as other cultures.

TEXT AND MATERIALS

We will use materials that you receive through the computer, printed materials, tapes, and some books from the library.

EXPECTED RESULTS

If you work hard in this class, you will brush up on your knowledge of English grammar and learn how English passages are organized. This will help you write English sentences and passages better and faster. You will also develop typing skills and become familiar with computer terminals. What you study and practice in this course will not only improve your English proficiency but also your ability to use a computer and word processor, and, as an added benefit, you will learn something about American and other cultures.

ATTENDANCE

Since all instruction and counseling is given during the class, your attendance is very important. If you miss a class and do not make it up, 5 points will be subtracted from your final grade. If you miss 3 or more classes a semester, you will not pass this course, even if you make them up.

If you miss a class, get a make-up task for it within a week and finish it within two weeks after your absence.

EVALUATIONS

The final grade will be given based on the results of exercises both in and out of the class, class participation, attendance, exams, and projects.

You are expected to finish ALL assignments ON TIME. If you do, you will receive at least an 80 for your final grade. If you finish 90% of the assignments on time, you will receive at least a 70, and 80%, at least a 60, IF you have made up any absences that you might have. If you turn in extra credit projects, whatever scores for those will be added on your final grade. If you want to get a good grade in this class, a good strategy is to attend all classes and finish all your assignments on time.

Appendix C
Results of the CAI Questionnaire

This questionnaire is given in order to improve future English CAI classes. Your honest response will help. Will you cooperate with us? Whatever you respond, you will not receive lower grades in this class.

Yes							No	(Figures are percentages.)						
1	I am glad that I enrolled in this class.													
	6	5	4	3	2	1		6	5	4	3	2	1	
	18	41	32	5	5	0	W7	13	48	25	13	0	2	R7
	19	57	24	0	0	0	W1	27	48	23	0	2	0	R1
2	The amount of study in this class is large.													
	6	5	4	3	2	1		6	5	4	3	2	1	
	55	32	5	5	0	5	W7	60	31	4	2	0	2	R7
	52	33	14	0	0	0	W1	57	27	16	0	0	0	R1
3	This class is good because we have no work at home.													
	6	5	4	3	2	1		6	5	4	3	2	1	
	36	27	14	14	9	0	W7	35	17	17	8	13	10	R7
	10	14	19	38	10	10	W1	32	23	11	21	11	2	R1
4	The content of this class was difficult.													
	6	5	4	3	2	1		6	5	4	3	2	1	
	5	27	41	14	5	9	W7	2	13	48	25	13	0	R7
	0	24	14	52	5	5	W1	9	23	39	25	5	0	R1

5 I think what I learned in this class will be useful in the future.

6	5	4	3	2	1		6	5	4	3	2	1	
36	27	32	5	0	0	W7	50	31	15	4	0	0	R7
38	33	29	0	0	0	W1	34	30	30	7	0	0	R1

6 This class was better than other English classes.

6	5	4	3	2	1		6	5	4	3	2	1	
14	50	23	9	0	5	W7	31	31	17	17	2	2	R7
19	43	33	5	0	0	W1	32	39	23	5	0	2	R1

7 I remember well what I learned in this class.

6	5	4	3	2	1		6	5	4	3	2	1	
0	9	68	9	14	0	W7	4	17	38	33	6	2	R7
0	14	38	33	14	0	W1	0	23	39	34	5	0	R1

8 I learned to type well.

6	5	4	3	2	1		6	5	4	3	2	1	
27	41	18	5	5	5	W7	27	29	25	6	6	6	R7
57	24	19	0	0	0	W1	46	16	32	5	0	2	R1

9 My writing ability has improved.

6	5	4	3	2	1		6	5	4	3	2	1	
0	0	9	46	36	9	W7	0	0	13	44	29	15	R7
0	38	29	24	5	5	W1	2	7	23	32	23	14	R1

10 I can read English better.

6	5	4	3	2	1		6	5	4	3	2	1	
0	9	23	32	27	9	W7	6	13	38	27	17	0	R7
5	19	29	33	14	0	W1	5	32	32	23	7	2	R1

11 I can read English faster.

6	5	4	3	2	1		6	5	4	3	2	1	
0	0	36	27	27	9	W7	2	15	42	29	13	0	R7
5	14	29	29	24	0	W1	14	27	30	21	9	0	R1

12 I understand the structure of English paragraphs.

6	5	4	3	2	1		6	5	4	3	2	1	
5	0	36	32	23	5	W7	2	17	46	25	8	2	R7
5	38	38	14	5	0	W1	9	27	52	9	0	2	R1

13 I reviewed English grammar.

6	5	4	3	2	1		6	5	4	3	2	1	
46	32	23	0	0	0	W7	6	21	46	19	6	2	R7
24	33	43	0	0	0	W1	5	18	27	30	16	5	R1

14 I wanted the teacher to instruct us more.

6	5	4	3	2	1		6	5	4	3	2	1	
0	5	46	23	18	9	W7	8	8	40	40	4	0	R7
5	29	29	24	14	0	W1	5	27	43	14	9	2	R1

15 This class was less boring than other English classes.

6	5	4	3	2	1		6	5	4	3	2	1	
59	14	23	5	0	0	W7	54	27	15	4	0	0	R7
43	43	14	0	0	0	W1	43	27	23	7	0	0	R1

16 I have studied conscientiously in this class.

6	5	4	3	2	1		6	5	4	3	2	1	
46	32	18	0	5	0	W7	29	33	21	15	0	2	R7
57	19	19	0	5	0	W1	27	25	39	7	0	2	R1

17 I prefer types of questions whose responses require a lot of typing.

6	5	4	3	2	1		6	5	4	3	2	1	
9	27	27	14	14	9	W7	13	15	13	17	19	25	R7
19	19	19	24	19	0	W1	9	18	30	18	9	16	R1

18 Multiple-choice questions are good.

6	5	4	3	2	1		6	5	4	3	2	1	
18	36	18	14	5	9	W7	33	15	25	15	10	2	R7
19	14	10	38	5	14	W1	23	21	41	14	2	0	R1

19 It is easier to understand printed materials than those on the screen.

6	5	4	3	2	1		6	5	4	3	2	1	
36	14	23	9	9	9	W7	27	27	21	13	8	4	R7
19	14	14	14	24	14	W1	23	18	30	21	7	2	R1

20 I often compared my scores with the class ones and used the information to help me study.

6	5	4	3	2	1		6	5	4	3	2	1	
9	0	36	36	5	14	W7	2	13	21	42	19	4	R7
0	14	24	33	24	5	W1	0	11	27	21	34	7	R1

21 The English used in this class was difficult.

6	5	4	3	2	1		6	5	4	3	2	1	
5	27	27	27	9	5	W7	8	15	31	35	8	2	R7
5	19	24	43	0	10	W1	5	30	30	30	5	2	R1

22 Because the work did not have much variety, I soon tired of it.

6	5	4	3	2	1		6	5	4	3	2	1	
0	18	32	9	18	23	W7	2	13	13	29	31	13	R7
0	19	19	33	14	14	W1	5	11	25	32	23	5	R1

23 More work should be required for this class.

6	5	4	3	2	1		6	5	4	3	2	1	
0	0	9	14	36	41	W7	0	0	2	13	25	60	R7
0	0	0	24	29	48	W1	0	0	11	23	16	50	R1

24 It is good for individual students to decide how much they want to study.

6	5	4	3	2	1		6	5	4	3	2	1	
27	14	9	27	9	14	W7	29	27	19	10	13	2	R7
10	43	19	10	19	0	W1	23	11	25	21	21	0	R1

25 The English used in this class should be easier.

6	5	4	3	2	1		6	5	4	3	2	1	
0	9	27	18	23	23	W7	10	17	31	19	19	4	R7
0	0	24	38	24	14	W1	9	18	21	32	16	5	R1

26 It is good to use several kinds of materials in each class so that the study will not be monotonous.

6	5	4	3	2	1		6	5	4	3	2	1	
5	9	32	36	9	9	W7	10	27	19	25	13	6	R7
14	19	14	24	14	14	W1	32	30	25	9	2	2	R1

27 It would be better if we had sounds and pictures as well as characters, which we have now.

6	5	4	3	2	1		6	5	4	3	2	1	
23	36	9	9	9	14	W7	46	27	10	8	6	2	R7
33	29	5	10	10	14	W1	59	14	18	5	2	2	R1

28 I will recommend this class to my friends.

6	5	4	3	2	1		6	5	4	3	2	1	
9	32	27	23	9	0	W7	17	25	27	15	13	4	R7
19	14	38	14	14	0	W1	14	34	30	18	2	2	R1

29 I wanted to study English for language qualification exams.

6	5	4	3	2	1		6	5	4	3	2	1	
27	9	32	18	14	0	W7	19	13	10	31	13	15	R7
14	24	33	10	10	10	W1	30	9	11	21	18	11	R1

30 I enrolled in this class as

W7	W1	R7	R1	
1				my first choice
91	86	88	84	
2				my second choice
5	14	8	9	
3				my third choice
5	0	2	7	
4				only choice I had
0	0	2	0	

31 The first reason I enrolled in this class was

W7	W1	R7	R1	
1				it fit my schedule
0	5	8	9	
2				I wanted to use a computer
59	57	48	57	
3				I was not interested in other English classes
0	5	4	5	
4				I thought I could increase my English proficiency
18	19	6	2	
5				I thought it would be an easy way to earn credits
0	5	0	2	

6 I heard that Dr. Kitao's class was good.

18 10 29 21

7 My friend(s) enrolled in this class.

0 0 4 5

8 Other

5 0 0 0

32 I am satisfied with this class.

6	5	4	3	2	1		6	5	4	3	2	1	
23	36	32	9	0	0	W7	31	35	25	6	2	0	R7
24	48	19	5	5	0	W1	27	39	30	2	2	0	R1

33 I was disturbed by having the teacher talk while I was working.

6	5	4	3	2	1		6	5	4	3	2	1	
5	5	5	27	18	41	W7	4	10	15	10	25	35	R7
5	14	5	33	14	29	W1	7	5	18	30	14	27	R1

34 It is good to have opportunities to talk individually with the teacher.

6	5	4	3	2	1		6	5	4	3	2	1	
9	36	41	14	0	0	W7	27	17	25	25	6	0	R7
14	24	38	19	5	0	W1	21	25	30	18	5	2	R1

35 It is enjoyable to work with other student(s).

6	5	4	3	2	1		6	5	4	3	2	1	
18	32	14	14	18	5	W7	13	17	21	19	17	15	R7
10	29	24	0	33	5	W1	14	21	34	11	14	7	R1

36 It would have been good to have more optional work.

6	5	4	3	2	1		6	5	4	3	2	1	
9	32	32	14	9	5	W7	6	10	25	29	10	19	R7
10	48	29	10	0	5	W1	0	16	23	32	14	16	R1

37 I made friends in this class.

6	5	4	3	2	1		6	5	4	3	2	1	
46	9	14	14	14	5	W7	35	21	19	13	8	4	R7
24	19	43	14	0	0	W1	21	18	34	11	9	7	R1

38 I would like to become better acquainted with the friends I made in this class.

6	5	4	3	2	1		6	5	4	3	2	1	
41	27	14	14	5	0	W7	33	38	17	10	0	2	R7
33	33	19	10	0	5	W1	36	18	36	2	2	5	R1

39 I would like to become better acquainted with my teacher.

6	5	4	3	2	1		6	5	4	3	2	1	
18	27	32	18	5	0	W7	27	23	31	15	2	2	R7
10	19	48	19	0	5	W1	27	21	36	11	0	5	R1

40 I would like to practice listening.

6	5	4	3	2	1		6	5	4	3	2	1	
27	18	14	23	18	0	W7	31	15	15	15	13	13	R7
29	19	5	10	33	5	W1	25	27	36	5	5	2	R1

41 I feel I learned more English in the second semester than in the first semester.

6	5	4	3	2	1		6	5	4	3	2	1	
38	29	10	24	0	0	W1	18	25	36	16	2	2	R1

42 If we had received printed versions of what we studied on the computer, I would have studied at home.

6	5	4	3	2	1		6	5	4	3	2	1	
0	29	14	24	10	24	W1	14	7	21	18	23	18	R1

43 I would like to read more easy passages.

6	5	4	3	2	1		6	5	4	3	2	1	
0	0	24	52	14	10	W1	18	16	23	32	7	5	R1

44 I would like to read more difficult passages.

6	5	4	3	2	1		6	5	4	3	2	1	
5	10	29	43	5	10	W1	2	14	9	30	21	25	R1

45 I would like to read more long passages.

6	5	4	3	2	1		6	5	4	3	2	1	
0	5	24	38	14	19	W1	0	7	5	32	11	46	R1

46 It is good to read many short passages.

6	5	4	3	2	1		6	5	4	3	2	1	
24	24	29	19	5	0	W1	50	34	7	9	0	0	R1

47 I would like to write English more.

6	5	4	3	2	1		6	5	4	3	2	1	
10	33	43	10	5	0	W1	7	7	34	18	16	18	R1

48 I would like the teacher to correct my English compositions more in detail

6	5	4	3	2	1	
10	38	14	24	10	5	W1

49 It is good to rewrite English compositions, based on the teacher's corrections.

6	5	4	3	2	1	
10	38	33	14	5	0	W1

50 It is a good idea to have students critique each others' English compositions.

6	5	4	3	2	1	
5	5	14	24	38	14	W1

51

Which materials were best?	R1
1 Western Europe	23
2 Colonial Days	7
3 Travel Expressions	21
4 Holidays in the US	7

5	Kenji Goes to US	11
6	Bible Story	27
7	Newspapers	0
8	Communicating	2
9	American Sampler	2

52

Which materials were second best?		R1
1	Western Europe	25
2	Colonial Days	7
3	Travel Expressions	16
4	Holidays in the US	30
5	Kenji Goes to US	11
6	Bible Story	7
7	Newspapers	2
8	Communicating	2
9	American Sampler	0

53

Which materials were worst?		R1
1	Western Europe	7
2	Colonial Days	14
3	Travel Expressions	9
4	Holidays in the US	5
5	Kenji Goes to US	11
6	Bible Story	5
7	Newspapers	23
8	Communicating	2
9	American Sampler	25

54

Which materials were second worst?	R1
1 Western Europe	7
2 Colonial Days	25
3 Travel Expressions	7
4 Holidays in the US	5
5 Kenji Goes to US	5
6 Bible Story	11
7 Newspapers	16
8 Communicating	9
9 American Sampler	16

55

Which materials were easiest?	R1
1 Western Europe	9
2 Colonial Days	0
3 Travel Expressions	2
4 Holidays in the US	5
5 Kenji Goes to US	0
6 Bible Story	75
7 Newspapers	5
8 Communicating	5
9 American Sampler	0

56

Which materials were most difficult?	R1
1 Western Europe	11
2 Colonial Days	11
3 Travel Expressions	7

4	Holidays in the US	2
5	Kenji Goes to US	11
6	Bible Story	5
7	Newspapers	18
8	Communicating	11
9	American Sampler	23

57 How satisfied did you feel at the end of the class?

		W1	R1
1	Over 90%	29	30
2	Over 80%	43	27
3	Over 70%	19	30
4	Over 60%	5	5
5	Over 50%	5	5
6	Over 40%	0	2
7	Over 30%	0	0
8	Over 20%	0	2
9	Over 10%	0	0

58	With the content of the materials?	W1	R1
1	Over 90%	19	21
2	Over 80%	29	14
3	Over 70%	33	41
4	Over 60%	14	11
5	Over 50%	0	7
6	Over 40%	5	7
7	Over 30%	0	0
8	Over 20%	0	0
9	Over 10%	0	0

		W1	R1
59	With the administration of the class?		
1	Over 90%	24	16
2	Over 80%	5	16
3	Over 70%	38	41
4	Over 60%	0	9
5	Over 50%	19	11
6	Over 40%	10	5
7	Over 30%	5	2
8	Over 20%	0	0
9	Over 10%	0	0
60	With the teacher? W1		R1
1	Over 90%	24	27
2	Over 80%	29	39
3	Over 70%	43	18
4	Over 60%	0	7
5	Over 50%	5	5
6	Over 40%	0	5
7	Over 30%	0	0
8	Over 20%	0	0
9	Over 10%	0	0

Notes

1 This study was carried out with the assistance of Doshisha University Research Fund grants 1991-1992 and 1993-1994. The results of the first two questionnaires were published in Kitao (1993).

2 I have reviewed the articles included in the bibliographies in Edasawa, et al. (1992) and Nozawa, Shimatani, & Yamamoto (1993).

3 Doshisha University has six faculties: theology, letters, law, economics, commerce, and

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engineering. The Faculty of Letters has three departments, English, humanities (philosophy and ethics, education, psychology, aesthetics and theory of arts, cultural history, and Japanese literature), and sociology (sociology, social welfare, journalism, and industrial relations). The Faculty of Law has the Department of Law and the Department of Political Science. The Faculty of Engineering has five departments: electrical engineering, electronics, mechanical engineering, applied chemistry and chemical engineering.

4 Typing skills are necessary if students have to type in answers for the exercises, as opposed to just entering one letter or number. However, very few students know how to type, so I teach the basics of typing, including home position for the fingers and which fingers should be used for which keys. I have made typing practice CAI materials which students use to learn the keys from the middle row, then the upper row, then the bottom row. I use common English words for practicing typing, which is more educational than using artificial combinations of letters. In addition, I made easy grammar exercises which require students to think a little and type long sentences. I use only 100-130 minutes for typing practice in the class. The rest of the typing practice is given as homework for several classes, and I minimize the time spent on typing practice in class because these are not typing classes, and there is disagreement as to whether we should teach typing in a college English class.

5 Ten of these reports are included in Nozawa, Shimatani, & Yamamoto (1993).

6 The reading materials are from the following sources:

Kitao, K., & Kitao, S. K. (1989). *Colonial Days*. Tokyo: Gakushobo.

Kitao, K., Broderick, V., Kitao, S. K., Miyamoto, H., & Miyazaki, J. (1989). *Holidays in the United States*. Tokyo: Eichosha.

Kitao, S. K., & Kitao, K. (1991). Kenji goes to the United States. In *American portrait* (pp. 34-61). Tokyo: Asahi Press.

Gross, A., Kitao, S. K., & Kitao, K. (1993). *Listening to Bible stories*. Tokyo: Macmillan Language House.

Kitao, S. K., & Kitao, K. (1992). *Understanding English newspapers*. Tokyo: Kirihara Shoten.

Kitao, S. K., & Kitao, K. (1991). *Communicating with Americans: Functions in English*. Tokyo: Eichosha.